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REVISED

2020 - 2025

STRATEGIC
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*Developing language solutions
to expand possibilities for a
better life.*

SIL IN ETHIOPIA

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Table of Contents

Foreword	7
Executive Summary.....	8
1. Introduction	9
2. Who We Are	10
2.1. Vision	10
2.2. Mission	10
2.3. Transformation Statements	10
2.4. By 2025.....	11
3. Strategic Goals and Objectives Overview	13
3.1. Goal 1 Well Nourished.....	15
3.2. Goal 2 Capacity Development	16
3.3. Goal 3 Language Development and Education	17
3.4. Goal 4 BT and SE	18
3.5. Goal 5 Intercultural living and mission	19
4. Strategic Objectives and Indicators.....	20
5. Strategic Plan Implementation	27
5.1. Program Approach	28
5.2. Program and Project Management	28
5.3. Head Office.....	28
5.4. Mode of Collaboration.....	28
5.5. Resource Mobilization and Investment.....	29
5.6. Geographic Focus and Targeting	29
5.7. Cross-Cutting Themes	29
5.8. Design, Monitoring and Evaluation.....	29
6. Appendices	
6.1. Appendix A Strategic Plan Process.....	31
6.2. Appendix B Strategic Goal Matrix.....	32
6.3. Appendix C What is LDP?.....	33
6.4. Appendix D Log-Frame.....	34
6.5. Appendix E Strategic Planning Task Force	36



Acronyms

AL-Africa	- Anglo-Lusophone Africa
BT	- Bible Translation
CPBT	- Collaborative partnership for Bible translation
DM&E	- Design, Monitor, and Evaluate
HO	- Head Office
IG	- Income Generating
LDP	- Language Development Program
LEAP	- Learning through Evaluation, with Accountability and Planning
LT	- Language Technology
MB-MLE	- Mother Tongue Based Multi-lingual Education
MT	- Mother Tongue
PMO	- Project Monitoring Office
SE	- Scripture Engagement



Yonathan Zeamanuel Ph.D.

Country Director

With many complex challenges at hand and much work to be done, it is my great pleasure to present the Organization's Strategic Plan for the period 2020-2025. This Plan is the product of intensive consultation and collaboration with leaders and staff across the Organization. I would like to thank all those who shared their wisdom, thoughts and vision in the development of this strategic plan. As we move forward in the coming months and years, I'm excited to see how we all as a system come together to continue providing our services with servant heart.



Andy Iverson

Associate Country Director

Working as part of a multicultural team continually provides opportunities to grow together as we learn from each other through the skills, experience, and creativity that God has given each of us. As we look to the future, SIL in Ethiopia is positioned well as a local organization supporting language communities from within their local context as they engage with the wider world and grow in awareness of the beauty bestowed upon them by their Creator.



Rob Bustin

SIL AIM Language Programs Director

"We want to see local language communities flourishing. SIL AIM sees the greatest impact when working with Ethiopian church denominations as they lead the Bible Translation movement. We walk with them by leveraging our expert personnel in the areas of mother tongue translation team training, advising and consulting. Our Scripture Engagement team also works in local language communities to see them reach their own Bible-use goals. We, do indeed, see flourishing."

Executive Summary

“We seek to see local language communities flourish. That’s why we exist.”

SIL International is a faith-based non-profit organization committed to serving language communities worldwide as they build capacity for sustainable language development. SIL has been in Ethiopia for over 40 years and is currently registered as two organizations; SIL Ethiopia - for language development and education programs, and SIL AIM - for translation services, Scripture engagement and media services. SIL offers its services to all language communities regardless of tribe, religion, or ethnicity. There are over eighty language communities in the Federal Democratic Republic of Ethiopia and 52 are currently impacted by the work of SIL.

SIL in Ethiopia is also called to respond to language development needs in other countries of the Horn of Africa (specifically Eritrea, Somalia, and Djibouti) over the coming five years. We will therefore seek new partnerships and develop initiatives beyond the borders of Ethiopia.

This document presents our strategy for the period 2020 – 2025. It was developed to advance our vision in a changing world. It sets

out the concrete objectives we, together with our partners both locally, nationally and internationally, aim to achieve in the coming years. As we live out this strategy we are inspired by God’s love in all we do together with local communities: build capacity, apply language expertise in support of education and Scripture engagement, and foster language advocacy.

The strategic intent expressed in this plan emanates from and builds on the achievements, and lessons learned over the past 20 years. The past performance and context analyses specifically highlighted the following key organizational areas which are now prioritized in the current strategy: human resources; financial resources; technology advancements; organizational systems; and partnership development. All of these areas are clustered as Goal 1 - Capacity Development. They serve as a foundation for our work in all other areas of goals 2 - 4. In section 5 we present and explain some of the change strategies and enablers we will utilize during implementation of this strategic plan

With this plan our leadership team is making a strategic investment to significantly grow our reach and effectiveness over the next five years. This strategy will direct the growth and guide our decisions during this period. In implementing this strategy, SIL in Ethiopia will place a high priority on program effectiveness through monitoring, evaluation, reflection, and learning.

1. Introduction

1.1 Operational Environment

SIL in Ethiopia is targeting the local language communities all over the Horn of Africa. So far the organization has been concentrating its intervention in Ethiopia. In the coming years will reach out the needs of language communities in the Horn of Africa.

The Horn of Africa is located in Eastern Africa and consists of four countries: Ethiopia, Eritrea, Djibouti and Somalia. These countries have shared borders with Kenya, Sudan, and South Sudan.

Population: The population of the Horn of Africa is nearly 130 million; Ethiopia 110 million, Eritrea 3.5 million, Djibouti 1 million, and Somalia 14.7 million.

Economy: The Horn of Africa is highly dependent on agriculture, industry, and international donors.

Social and Culture: Religion has a major influence in the Horn of Africa. The most popular religions are Ethiopian Orthodox Christianity, Islam, Christian Catholicism and Protestantism. Others adhere to varying forms of animism..

1.2 Strategy Development Process

The development of this strategy involved the following core aspects: A review of the 1998-2020 strategic plans and their successes and failures; Vision-casting and situational (PESTLE) as

well as organizational (SWOT) analyses, in consultation with SIL Anglo-Lusophone Africa Area (AL-Africa) leadership, local department leaders, project managers and management teams, all governed by a Strategic Planning Catalyst Team (SPCT). Under the leadership of the SIL in Ethiopia Country Director nine steps of strategy development set the agenda for brainstorming and identification of key result areas. This was done through a series of strategic planning meetings held over a period of three months. In addition, the process was guided by the SIL International strategy development process map. This strategy is thus responding to global and national trends. It is aligned to SIL global and regional priorities and to SIL International's Vision 2025.

1.3 Guiding Principles

The key guiding principles that this strategy follows are:

Be Connected: Understand and respond to the global realities that are shaping mission in the 21st Century.

Be Healthy: Develop as a joyful and diverse community of people who learn and grow together.

Be Relevant: Start to create new, more local ways of 'being SIL'.

Be Responsive: Clarifying SIL's identity and organizing SIL's core activities into different 'spheres of engagement'.

2. Who We Are?

2.1 Vision

We long to see people flourishing in community using the languages they value most.

2.2 Mission

Inspired by God's love, we advocate, build capacity and work with local communities to apply language expertise which advances meaningful development, education and engagement with Scripture.

2.3 Transformation Statements

1. **Individuals and communities** are using their languages to encounter God and to access opportunities for development.
2. **Local and National Churches** are using their languages to engage with translated scriptures for the strengthening of the church and the good of society.
3. **Regional and national institutions** promote and support flourishing movements for language development and Bible translation.
4. **Global institutions and media organization** contribute to a supportive environment for the use of local languages in all domains of life.
5. **We thrive in pursuing our vision, trusting God for the impossible.** We are committed to growing, adapting and applying our expertise, while pursuing healthy relationships with partners and with each other.

2.4 By 2025



By 2025, a growing number of language communities in the horn of Africa will be reached and strengthened through the work of SIL in Ethiopia to learn, cultivate, and utilize the mother-tongue more effectively.

IN 2020

SIL in Ethiopia supports . . .

- 34 Language Communities in Bible Translation support (Advisers, Consultants, Training, and IT)
- 17 Language Communities in MTB MLE Programs
- 14 Language Communities in SE Programs
- 10 Language Communities in creating Audio Bibles
- 6 Language Communities in Literacy Programs
- 30 Language Communities in Language Technology
- 25 Language Communities in Digital Media Services

BY 2025

SIL in Ethiopia supports . . .

- 37 Language Communities in Bible Translation support (Advisers, Consultants, Trainers, and IT)-
- 34 Language Communities in MTB MLE Programs
- 44 Language Communities in SE Programs
- 35 Language Communities in creating Audio Bibles
- 20 Language Communities in Literacy Programs
- 45 Language Communities in Language Technology
- 43 Language Communities in Digital Media Services-

Key Strategic Areas

1. Well Nourished

2. Capacity Development

3. Language Development & Education

4. Bible Translation and Scripture Engagement

5. Intercultural living and Mission

3. Strategic Goals and Objectives



Goals and Objectives

The revised SIL in Ethiopia 2020-2025 Strategic Plan consists of five strategic goals along with 24 supporting strategic objectives. During the life cycle of this plan, these will be continually reviewed and adjusted as needed based on the changing environment, new laws, and government policies. These four goals have been identified as critical for positioning the organization for continued effectiveness and success in the future.

Goal 1

Well Nourished

Growing engagement with broader constituencies is establishing a foundation for the sustainable flow of staff and financial resources.

Objectives

- A. **To generate a sustainable** local income source that can cover SIL operation costs, making the organization self-reliant and achieve Global local resourcing strategic plan of SIL.
- B. **Develop** more sustainable models for human resource.
- C. **Develop** the capabilities for tracking and responding to opportunities and constituent needs.

Goal 2

Capacity Development

Strengthen SIL in Ethiopia's capacity in order to meet the needs of the community by enhancing our leadership, system, staffing, and resourcing.

Objectives

- A. **Increase well equipped and knowledgeable staff** - in all areas of administration, Language Development (LD), Bible Translation (BT), Scripture Engagement (SE), and Technology.
- B. **Be Healthy** - grow as a joyful and diverse community of people who learn and grow together.
- C. **Be Robust and Relevant** - start to create new, more local ways of 'being SIL' by developing new ways of sustainable financial resource from local and non-traditional resourcing by developing new streams of funding in collaboration with global and Africa Area efforts.
- D. **Be Connected** - strengthen leadership in order to understand and respond to the local realities that are shaping mission in the 21st Century.
- E. **Enhance and upgrade organizational effectiveness (OE)** - strategies seek to improve organizational capacity in technology, system, structure, process, and policy for effectiveness and efficiency to achieve the goals.
- F. **Strengthening partnerships and networks** - at the local, national, and global level.
- G. **Be Responsive (Advocacy)** - Clarify SIL's identity and organize SIL's core activities into different 'spheres of engagement' with the wider community.
- H. **Increase the organization's** capacity to advocate for local language communities.

Goal 3

Language Development

Children and adults in local language communities are learning successfully in their mother tongue and are well prepared for further learning and living in language(s) of wider communication.

Objectives

- A. **Community Engagement in MT Education** - Language communities and government officials are making informed choices concerning the role of their language in education and are actively involved in the planning process.
- B. **Quality Mother-Tongue Educational Materials** - Mother-tongue based multilingual education (MTB MLE) and other literacy programs in local language communities are resourced with quality educational materials.
- C. **Children Receiving Quality MTB MLE** - Children in local language communities are receiving a quality mother-tongue based multilingual education taught by trained MT educators.
- D. **Adults Using Local Language Materials** - Adults in local language communities are participating in local literacy classes and are accessing and sharing information in their mother tongue.
- E. **Ensuring Quality Language Development** - Language communities and decision makers have the information and skills they need to ensure quality and effectiveness in the development of their language
- F. **Equip communities** to advocate for quality MTB MLE that includes children with special needs and women.

Goal 4

Bible Translation and Scripture Engagement

Enhance local language communities to develop and effectively use quality mother tongue Scriptures, Scripture-based resources (oral and/or written) and other mother tongue products.

Objectives

- A. **Develop quality mother tongue Scripture** and Scripture-related materials in collaboration with translation partners and churches.
- B. **Improve the accessibility** to mother tongue Scripture in different platforms to all language communities.
- C. **Improve the use of Scripture materials** in churches and ministries effectively, and promote mother tongue Scripture materials that have been developed.
- D. **Local language communities implement** Bible Translation and Scripture Engagement ministries in sustainable ways as their capacity increases.
- E. **Promote community ownership and appreciation** of Scripture, SE programs, and products available in local languages.

Goal 5

Intercultural Living and Mission

Train local and international Intercultural workers through Scripture-based knowledge, attitude, and skill so they can cope with the challenges of the mission field, live, and minister in an intercultural community.

Objectives

- A. **Standardize Intercultural Training Curriculum** - Make available well develop standardize intercultural training curriculum materials in partnership with mission organizations and churches.
- B. **Promote advocacy** on intercultural living to continue.
- C. **Refugee Receiving Quality Intercultural Training** - refugees based in Ethiopia participate in intercultural training to blend and minister in host community with ease.
- D. **Enhance language skills** - expatriate who want to serve in Ethiopian local language communities are receive in local language lessons in order to access and share information to local communities and serve better.
- E. **Ethiopian and Ethiopian Diaspora receive quality Intercultural Training** Ethiopian diasporas who lives in different language communities globally are participating in intercultural training and enhance their intercultural living.



4. Strategic Objectives and Indicators

Goal 1

Well Nourished

Growing engagement with broader constituencies is establishing a foundation for the sustainable flow of staff and financial resources.

Objectives	Indicators
1.A - To generate a sustainable local income source that can cover SIL operation costs, making the organization self-reliant, and achieve Global local resourcing strategic plan of SIL	1. Prioritize the development of existing and new resourcing relationships at all levels. 2. Build apartment complex for suitable income 3. Rent office space 4. Increase the local resource from the current 19% 5. Increase non-traditional funding from 60%
1.B - Develop more sustainable models for human resources	1. Develop the capabilities for tracking and responding to opportunities and constituent needs 2. Recruit young professionals with particular skills and capabilities to achieve the transformation we seek
1.C - Develop the capabilities for tracking and responding to opportunities and constituent needs.	1. Strengthen our PMO office 2. Strength our HR office to look for different ways to recruit and retain more staff and volunteers

Goal 2

Capacity Development

Strengthen SIL in Ethiopia's capacity in order to meet the needs of the community by enhancing our governance, leadership, staffing, and resourcing.

Objectives	Indicators
2.A - Increase well equipped and knowledgeable staff in all areas of administration, LD, BT, SE, and technology.	1. Five additional local and global Bible translation consultants 2. Maintain at least 3 existing Bible translation consultants 3. # of additional local and global Bible translation advisors 4. Six local Scripture Engagement Specialists 5. Sixty Scripture Engagement Trainers of Trainers 6. One full time HR / member care staff 7. Two additional local and global linguistic consultants on lexicography, phonology and grammar for leading workshops 8. Three additional local MLE/literacy consultants-in-training 9. Three additional local and global MTB MLE teacher-trainers 10. Two additional material production experts 11. One local language technology consultant 12. Two local project funding, monitoring, and evaluation specialists 13. One local or global media technician- 14. Five local and global emerging leaders 15. Eight language teachers and 2 Intercultural trainers in languaculture department 16. 3 multilingual teachers are added 1 cross-cultural trainer, local or ex-pat is recruited
2.B - Be healthy grow as a joyful and diverse community of people who learn and grow together.	1. Majority of locals are participating in management structures, leadership, services, governance, agreements, human resources, planning and decision-making 2. The vision of community of grace is integrated into all aspects of policy, process, products and services 3. A sense of belongingness to both a global and local community 4. Leaders at all levels are exhibiting SIL's leadership values in how they lead people 5. All staff have an annual performance review meeting and the opportunity for a community retreat 6. All staff have the opportunity for a community time of devotions every morning
2.C - Be Robust and Relevant - start to create new, more local ways of 'being SIL' by developing new ways of sustainable financial resource from local and non-traditional resourcing by developing new streams of funding in collaboration with global and Africa Area efforts.	1. Develop an increasing amount of revenues from local resources (churches, services) and 60% of the total income from non-traditional resourcing 2. Securing additional diverse donors 3. Leadership and staff capacity is in place to contextualize for managing SIL's brands. 4. Increase local relevance by implementing the SIL philosophy of partnership in local contexts 5. Input has been given by local and global stakeholders at all stages of the reflective planning process

Strengthen SIL in Ethiopia's capacity in order to meet the needs of the community by enhancing our governance, leadership, staffing, and resourcing.

Objectives	Indicators
2.D - Be Connected - strengthen leadership in order to understand and respond to the local realities that are shaping mission in the 21st Century..	1. Language-related services & cross-cultural training that address the need in urban, refugee & diaspora populations 2. Leaders and language programs staff are addressing issues of multilingualism and migration 3. Annually practicing missiological reflection
2.E - Enhance and upgrade organizational effectiveness (OE) - strategies seek to improve organizational capacity in technology, system, structure, process, and policy for effectiveness and efficiency to achieve the goals.	1. HR serves addressed members' needs with full capacity, technology, and system 2. Admin manage organizational assets wisely, efficiently, and effectively 3. Orientation for new staff by HR 4. Ongoing orientation of systems and processes of HR, IT, Finance are given to all departments 5. Staff supervision system is implemented and fits the local context and remote workers, and aligns with our organizational health, goals and strategy 6. New finance technologies (mobile banking, internet banking, electronic tax, electronic bill sys. and others) are utilized 7. Finance reports are submitted as due to all stakeholders 8. Annual audit reports are submitted as due to all stakeholders 9. All audits are clean(free off issues) 10. Qualified finance staff in all project areas(at least BA) 11. The organization complies with all financial laws, regulations and standards of the government 12. Project Monitoring Office in place 13. IT oversees core infrastructure, including hardware, software, staff and facilities, that is secure, resilient, and adaptable to meet the current and anticipated future needs of the organization and the language communities we serve 14. Up-to-date key documents and information stored in a centrally accessible location 15. Effective accounting internal control system is in place at all levels in the organization 16. All manuals updated and revised every two years
2.F - Strengthening partnerships and networks at in the local, national, and global level . .	1. Proper engagements with relevant national and regional level government entities 2. Maintain active MoUs with all relevant implementation and resource partners 3. Maintain partnerships formed with Churches, para-church, private sectors and other implementation partners 4. SIL's activities in Ethiopia are widely publicized through promotional materials, the website, social media, etc
2.G - Be Responsive - Clarify SIL's identity and organize SIL's core activities into different 'spheres of engagement' with the wider community Increase the organization's capacity to advocate for local language communities.	1. # of transformational stories on websites and local media 2. 50 languages have mother tongue websites 3. SIL's identity is clear and is embraced by partners
2.H - Increase the organization's capacity to advocate for local language communities.	1. SIL Core Statements are widely understood by the staff and are guiding new advocacy strategies 2. Increased knowledge about advocacy and community engagement 3. Improved media skills and contacts 4. Increased ability to obtain and use data

Goal 3

Language Development & Education

Children and adults in local language communities are learning successfully in their mother tongue and are well prepared for further learning and living in language(s) of wider communication.

Objectives	Indicators
3.A - Community Engagement in MT Education - Language communities and government officials are making informed choices concerning the role of their language in education and are actively involved in the planning process	34 of language communities in which SIL is involved in a collaborative implementation of MTB MLE and non-formal literacy programs together with local government partners 34 of language communities / local government partners with which SIL plans programs and submits funding applications
3.B - Standardized Mother-Tongue Educational Materials - Mother-tongue based multilingual education (MTB MLE) and other literacy programs in local language communities are resourced with Standardized educational materials.	34 language communities have new education materials published in local languages with the involvement of SIL 7 additional school dictionaries published in local languages - Standardized education material produced by well trained authors based on current government curriculum
3.C - Children Receiving Quality MTB MLE - Children in local language communities are receiving a quality mother-tongue based multilingual education taught by trained MT educators.	10 language communities will have pre-primary Model schools 34 language communities' educators trained to teach using MTB MLE materials and methods 34 language communities' will have local trainers trained to train educators to teach using MTB MLE materials and methods 5 partnerships established with education colleges and universities. 34 language communities' have sufficient education materials accessible to students
3.D - Adults Using Local Language Materials - Adults in local language communities are participating in local literacy classes and are accessing and sharing information in their mother tongue.	17 language communities will have regular of adult literacy classes (with priority to Functional Women Literacy) 34 language communities' will have access to information and availability of materials in their mother tongue e.g. through websites, social media, mobile phone apps and other media.
3.E - Ensuring Quality Language Development - Language communities and decision makers have the information and skills they need to ensure quality and effectiveness in the development of their language	34 language communities' will have local trainers available to teach lexicography, phonology and/or grammar to local language speakers 34 language communities' will have local trainers available to lead writers' workshops, editing workshops and shell book workshops to local language speakers 34 language communities' will have local languages supported in their development through contributions by SIL linguists (e.g. research, study, descriptive paper)
3.F - Equip communities to advocate for quality MTB MLE that includes children with special needs and women.	- Government officials and local communities are aware of what is necessary to implement a quality MLE program - Local leaders are trained to identify the value of developing their people through MTB MLE programs - A growing number of community groups advocate for improved education for children with special needs - A growing number of community groups advocate for improved literacy and growth opportunities for women

Goal 4

Bible Translation and Scripture Engagement

Enhance local language communities to develop and effectively use quality mother tongue Scriptures, Scripture-based resources (oral and/or written) and other mother tongue products.

Objectives	Indicators
4.A - Develop quality mother tongue Scripture and Scripture-related materials in collaboration with translation partners and churches.	1. Each CPBT Bible translation project has trained Mother-Tongue translators (MTTs) 2. SIL advocates with partners the necessary program elements for quality translation practices 3. Qualified SIL Translation Advisors serving in partner projects 4. Qualified SIL Translation Consultants serving in Bible translation project 5. Scripture-based key-terms' dictionaries available for language communities 6. Priests, pastors, evangelists, church leaders, and community members have received a variety of scripture engagement training.
4.B - Improve the accessibility to mother tongue Scripture in different platforms to all language communities.	1. 24 languages will have non-print media products (SD card, Apps, Mega voice) 2. Various print products are available for language communities 3. We advocate for Local Bible study groups to regularly meet and use their mother tongue print or digital media
4.C - Improve the use of Scripture materials in churches and ministries effectively, and promote mother tongue Scripture materials that have been developed.	1. 44 language communities' local churches/ministries are using Scripture and Scripture Engagement (SE) products & services available in their MT language 2. Priests, pastors, evangelist, church leaders, and community members using Scripture and SE products in church activities/outreaches 3. 44 language communities' will have print and non-print/digital scripture materials can be found in use at the church services 4. 34 language communities' local church leaders literacy programs are active
4.D - Local language communities implement Bible Translation and Scripture Engagement ministries in sustainable ways as their capacity increases.	1. Members of all denominations are found on the CPBT led Bible translation project language committees 2. CPBT Bible translation teams are represented by different local denominations 3. Advocate Scripture Engagement ministry for all CPBT language communities
4.E - Promote community ownership and appreciation of Scripture, SE programs, and products available in local languages.	1. 50 language communities of community members reporting positive experiences with MT Bible and SE services 2. Percentage of local church communities have been trained in the use of MT Bible and SE services 3. Local churches have a variety of SE programs

Goal 5

Intercultural Living and Mission

Train local and international Intercultural workers through Scripture-based knowledge, attitude, and skill so that they can cope with the challenges of the mission field, live, and minister in an intercultural community.

Objectives	Indicators
5.A - Standardize Intercultural Training Curriculum Make available well develop standardize intercultural training curriculum materials in partnership with mission organizations and churches.	1. Training institution and language communities have new Intercultural Training Curriculum materials published. 2. Universities and Colleges have the new Intercultural Training Curriculum materials.
5.B - Promote advocacy on intercultural living to continue.	1. 150 church leaders are aware of the need for an intercultural living training 2. 99 mission board members are aware of the need for an intercultural living training 3. Awareness-raising programs promoting co-existence and multicultural team life 4. Creating dialogue for cross-cultural team
5.C - Refugee Receiving Quality Intercultural Training refugees who based in Ethiopian are participating in intercultural training and practice intercultural living.	1. Improve 1.300 refugees in Ethiopian refugee camps prepared for cross-cultural mission 2. 60 church leaders found in refugee camps are equipped for cross-cultural mission leadership 3. 120 refugees in neighboring countries of the Horn of Africa refugee camps prepared for cross-cultural mission 4. 60 church leaders found in neighboring countries of the Horn of Africa refugee camps prepared for cross-cultural mission leadership
5.D - Enhance language skills expatriate who want to serve in Ethiopian local language communities are participating in local language classes and are accessing and sharing information in the local tongue in order to serve better.	1. New Expatriate have regular language class in Amharic, Oromo, Somali, and Tigray. language. 2. Improve and make available the current online teaching platform and materials 3. Develop and are available fully organized online courses
5.E - Ethiopian and Ethiopian Diaspora Receiving Quality Intercultural Training Ethiopian diasporas who lives in different language communities globally are participating in intercultural training and enhance their intercultural living.	1. 90 Intercultural workers going to the international mission fields sent by IMS and East African Sending Office are equipped 2. 540 Intercultural workers sent to the domestic mission fields EECMY, KHC, ECF, ECC, and others 3. 360 Language students

4. Strategic Plan Implementation



Strategic Plan Implementation

This strategic plan will guide the decisions and activities of SIL in Ethiopia in helping to realize our vision and will serve as our focus for the upcoming five years, 2020-2025.

The strategic plan takes into account strategic, operational, financial, compliance and repetitive risks for the organization. The integrated SIL in Ethiopia Operational Plan details time-bound program activities and projects, result-oriented budgets and success indicators.

The Operating Plan forms the basis for resource allocation and defines the risks and performance metrics against which to assess progress towards expected outcomes. Follow-up will be done through a newly established Project Management Office (PMO).

5.1 Program Approach

Where applicable, SIL in Ethiopia will implement this strategy through a Language Development Program (LDP) approach. This approach, previously utilized over many years in our MLE projects, enables SIL staff to work effectively with partners in empowering language communities to learn, cultivate, and improve the utilization of their mother tongue effectively. More details of the LDP can be found in Appendix C.

5.2 Program and Project Management

All LDPs will be managed locally by specific program management teams, with close supervision and monitoring support from the Head Office.

5.3 Head Office

The Head Office is responsible for liaising with the support offices, regional offices, and donors. It is also responsible for the contextualization of SIL International and government policies and building up the capacity of the program staff. Both program and finance staff in the LDPs will receive technical and coordination support from the Head Office.

5.4 Mode of Collaboration

LDPs and other projects will primarily collaborate with the public sector (local and central government, research institutions) and make use of government expertise. Memoranda of Understanding (MoU) exist between SIL in Ethiopia and the relevant governmental ministries, as well as with other local and national entities that partner together with SIL.

5.5 Resource Mobilization and Investment

SIL in Ethiopia has very competent and committed funding partners project resourcing offices. SIL in Ethiopia will continue to uphold high fund management standards and pursue more funds for all its work. The other source of funding will include IG from a local resource.

To achieve this, SIL in Ethiopia will continue to build and manage relationships with different local and international financial partners

5.6 Geographic Focus and Targeting

There will be more focus on the existing areas for meaningful impact. The Southern part of Ethiopia has a high number of languages, and SIL in Ethiopia intends to expand to that part of the country when funding is available. Our consideration for expansion will go along with the organizational capacity. In the coming years will reach out the needs of language communities in the Horn of Africa.

5.7 Cross-Cutting Themes

We believe the following themes to be relevant and important in today's world. We actively consider and include them in the planning and execution of all of our activities.

- Gender equality
- Environmental impact
- People with disabilities
- Conflict avoidance

5.8 - Design, Monitoring and Evaluation (DM&E)

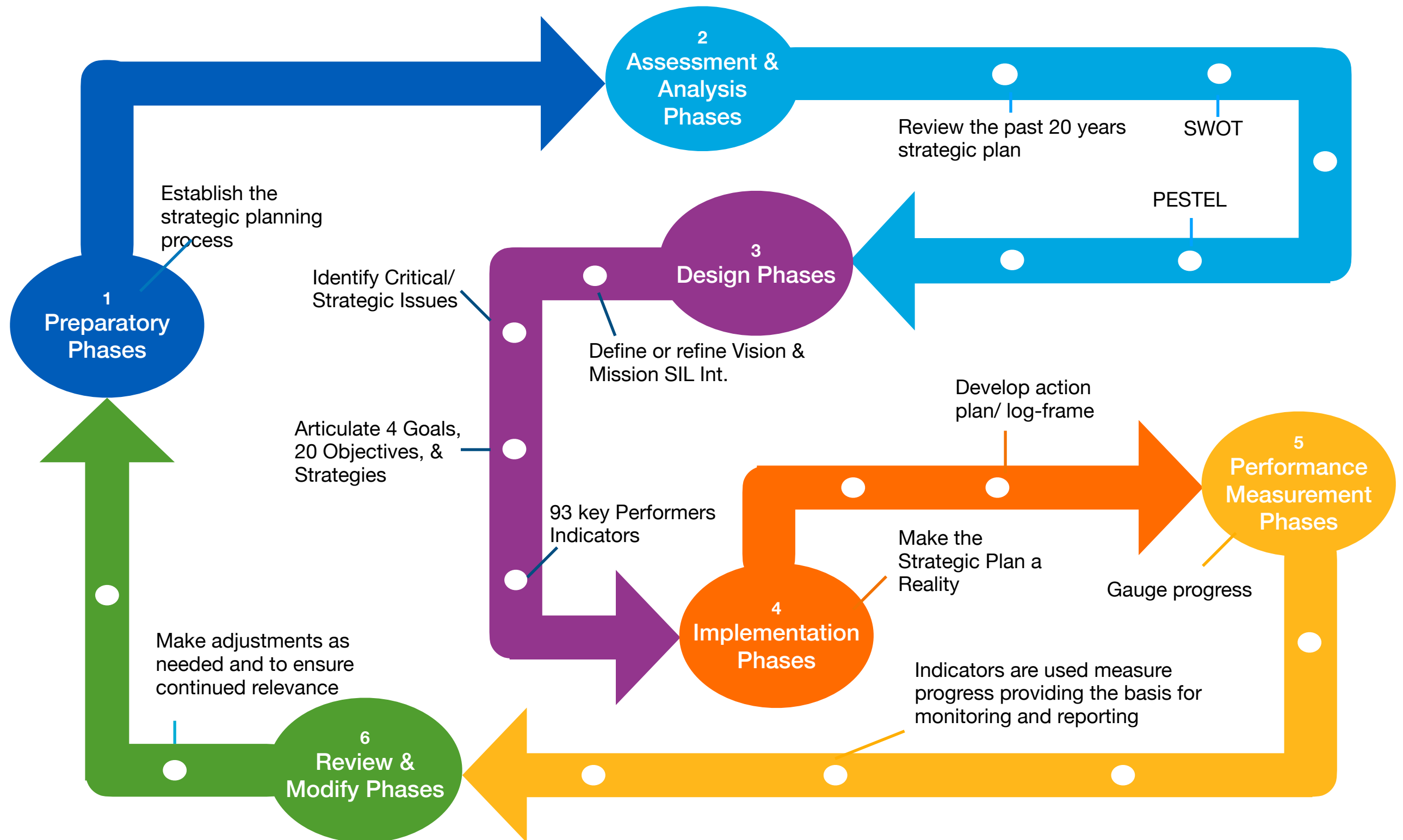
The DM&E approach is Learning through Evaluation, with Accountability and Planning (LEAP) while focusing on systematic learning that promotes quality and accountability in programming with communities. LEAP will demand a fundamental shift in program understanding and approaches to all of our projects.

6. Appendices



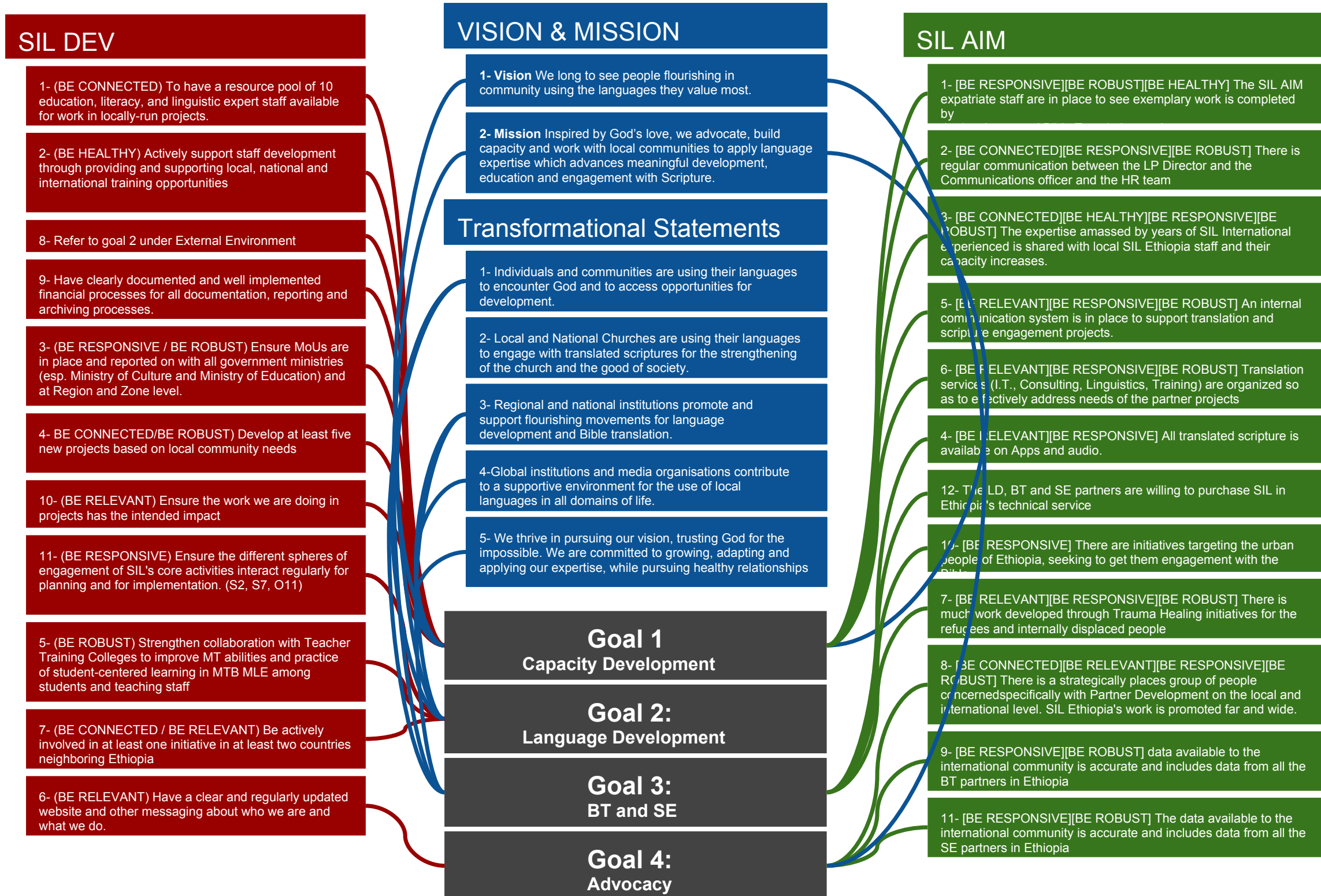
Appendix A

Strategic Plan Process



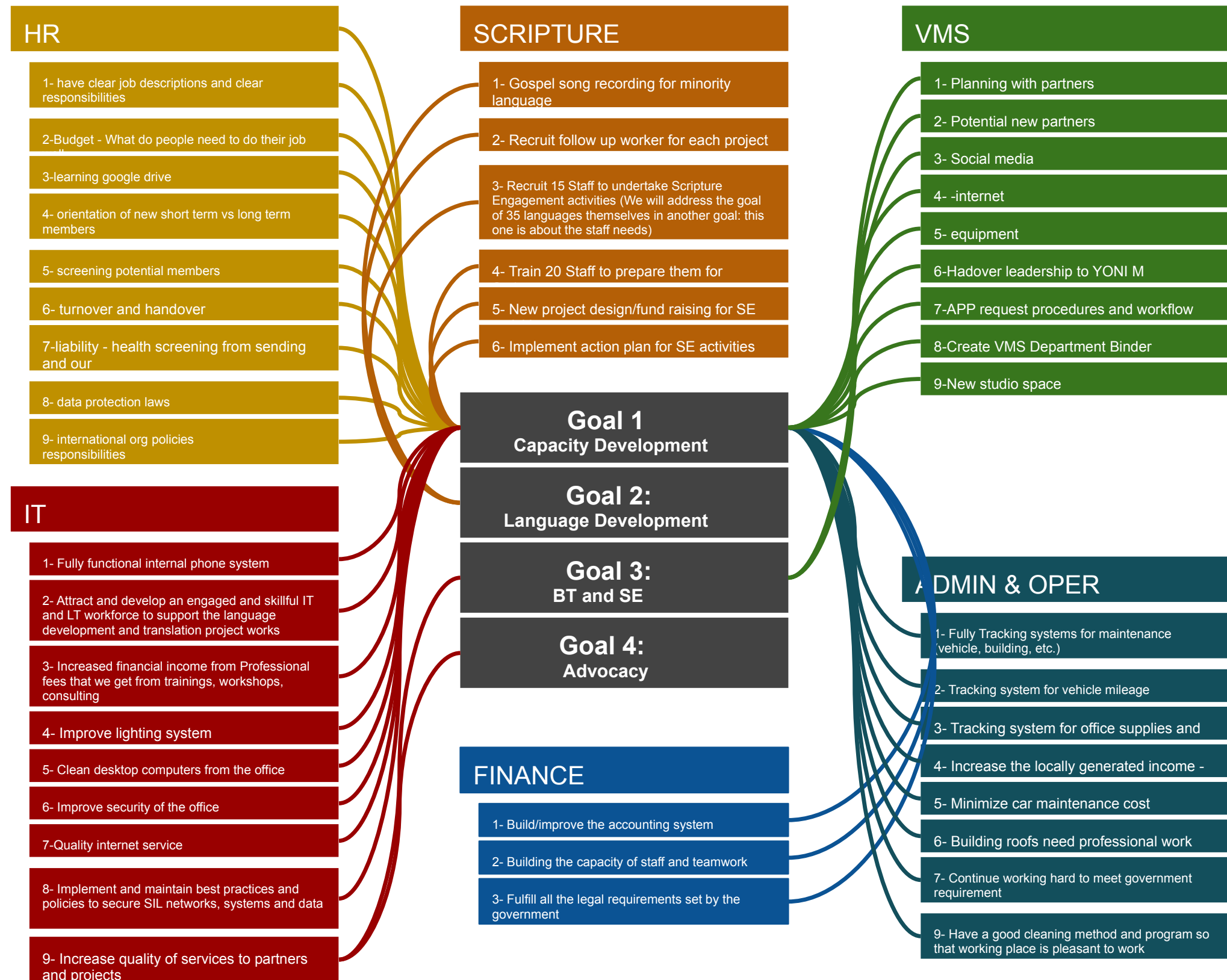
Appendix B

Strategic Goal Matrix-original



Appendix C

Strategic Goal Matrix-original



Appendix D

What is LDP?

What is LDP?

A Language Development Program, or LDP, is a distinct geographical area where we partner with two or more language communities and local stakeholders to improve the utilization of the local languages. These geographical areas vary in size, context, number of language communities, and population. They are where our beneficiaries live and work. Each LDP has its own staff and design, and while each LDP is unique, they all seek to support communities to cultivate and develop the utilization of their mother tongue effectively.

How does LDP work?

When a LDP begins, we work with the community to assess their needs. While identifying partners, we create a collaborative plan based on the community's needs that may be addressed through mother tongue language development. Together, we look at what's already being done, what more can be done, and what we can do together.

Throughout our involvement in a LDP, we work with the community to manage, monitor, and evaluate progress toward the LDP's goals. After a number of years, SIL in Ethiopia programs may transition out with the expectation that the community stakeholders are equipped and empowered to sustain the work. While we walk with

communities for a time, we know that these stakeholders have been and will be there for much longer.

How does SIL in Ethiopia select new LDPs?

Many factors are involved, such as: access to the geographical area; number of languages; population density (high enough for sponsorship to work, small enough to be manageable); risk factors such as natural disasters and violent conflict; the availability of infrastructure; and the community's willingness to contribute and ultimately take ownership of the development of their language. Most of our national offices carry out assessments to better understand where to invest, often influenced by where language communities are located, as well as looking for areas that are under-served by other organizations.

What's the average life cycle of LDP?

This depends on the language community's needs. Three project cycles, each approximately three years long, is not uncommon. We aim to transition the work of a LDP after about 10 years. Some LDPs may require additional time to meet critical goals or to ensure that the community is able to sustain the changes. We want to stay for as long as we can help bring about change without creating dependencies.

Appendix D

What is LDP?

Key principles of the LDP approach

- To avoid a simple service delivery approach that leads to dependency and commit to an empowerment approach.
- To promote intentional integration of MTB MLE, formal and informal literacy, inclusive education, and advocacy for the education of women for a sustained transformation of society.
- Through LDPs, SIL in Ethiopia will play facilitative role for empowering language development approach where:
 - Communities will be facilitated to take responsibility for their own language development, and stop waiting for the government, SIL in Ethiopia, or other donors to provide services.
 - SIL in Ethiopia will promote community awareness on their rights, roles, and responsibilities to constructively engage with the local and national government to more appropriately provide MTB-MLE to its citizens

Under the LDP approach, the LDP will facilitate community and local stakeholders to conduct a joint analysis, planning and fundraising processes and to build the capacity of local stakeholders to implement and manage shared interventions and projects.

Appendix E

Strategic Planning Task Force and Management Members

Name		Position Title
1	Johnstone Ndunde, Ph.D.	SIL AL Africa Area Director
2	Yonathan Zeamanuel, Ph.D.	SIL in Ethiopia Director
4	Mesfin Derash, Ph.D	SIL DEV Language Program Director
5	Rob Bustin	SIL AIM Language Program Director
6	Musie Menna	IT Director
7	Simret Fekadu	Scripture Engagement Director
8	Meron Endale	Project Monitoring Office
9	Corinna Joswig	Personnel Director
10	Aster Wubshet	Admin & HR Director
11	Mintesnot Teketel	Finance Director



*We long to see people flourishing in community
using the languages they value most.*



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SIL ETHIOPIA

For Every Language